**English Language Arts Standards**

### Kindergarten Standards

<table>
<thead>
<tr>
<th>Reading Standards for Literature: <strong>Key Ideas and Details</strong></th>
<th>Page References</th>
</tr>
</thead>
</table>
| **RL.K.1** With prompting and support, ask and answer questions about key details in a text. | **TE A:** (Lesson.Activity) 1.2, 3.2, 9.1, 11.1, 13.1, 21.1, 23.1, 25.1, 33.1, 35.1, 37.1, 39.1  
**TE B:** (Lesson.Activity) 41.1, 43.1, 45.1, 47.1, 49.1, 51.1, 53.1, 55.1, 63.1, 65.1, 67.1, 69.1, 71.1, 73.1, 75.1, 77.1, 79.1  
**TE C:** (Lesson.Activity) 81.1, 83.1, 85.1, 87.1, 89.1, 91.1, 93.1, 95.1, 99.1, 101.1, 103.1, 105.1, 113.1, 115.1, 117.1, 119.1 |
| **RL.K.2** With prompting and support, retell familiar stories, including key details. | **TE B:** (Lesson.Activity) 69.1, 73.1, 77.1  
**TE C:** (Lesson.Activity) 81.1, 83.1, 85.1, 89.1, 91.1, 93.1, 95.1, 101.1, 103.1, 105.1, 115.1, 117.1, 119.1 |
| **RL.K.3** With prompting and support, identify characters, settings, and major events in a story. | **TE A:** (Lesson.Activity) 1.2, 3.2, 9.1, 11.1, 13.1, 21.1, 23.1, 25.1, 33.1, 35.1, 37.1, 39.1  
**TE B:** (Lesson.Activity) 41.1, 43.1, 45.1, 47.1, 49.1, 51.1, 53.1, 55.1, 63.1, 65.1, 67.1, 69.1, 71.1, 73.1, 75.1, 77.1, 79.1  
**TE C:** (Lesson.Activity) 81.1, 83.1, 85.1, 87.1, 89.1, 91.1, 93.1, 95.1, 99.1, 101.1, 103.1, 105.1, 113.1, 115.1, 117.1, 119.1 |

<table>
<thead>
<tr>
<th>Reading Standards for Literature: <strong>Craft and Structure</strong></th>
<th></th>
</tr>
</thead>
</table>
| **RL.K.4** Ask and answer questions about unknown words in a text. | **TE B:** (Lesson.Activity) 41.1, 43.1, 45.1, 47.1, 49.1, 51.1, 53.1, 55.1, 63.1, 65.1, 67.1, 69.1, 71.1, 73.1, 75.1, 77.1, 79.1  
**TE C:** (Lesson.Activity) 81.1, 83.1, 85.1, 87.1, 89.1, 91.1, 93.1, 95.1, 99.1, 101.1, 103.1, 105.1, 113.1, 115.1, 117.1, 119.1 |
| **RL.K.5** Recognize common types of texts (e.g., storybooks, poems). | **TE A:** (Lesson.Activity) 5.2, 9.1, 15.1, 21.1, 27.1, 33.  
**TE B:** (Lesson.Activity) 41.1, 43.1, 45.1, 47.1, 49.1, 51.1, 53.1, 55.1, 63.1, 65.1, 67.1, 69.1, 71.1, 73.1, 75.1, 77.1, 79.1  
**TE C:** (Lesson.Activity) 81.1, 83.1, 87.1, 89.1, 91.1, 93.1, 95.1, 99.1, 101.1, 103.1, 105.1, 107.1, 109.1, 113.1, 115.1, 117.1, 119.1 |
| **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | |

<table>
<thead>
<tr>
<th>Reading Standards for Literature: <strong>Integration of Knowledge and Ideas</strong></th>
<th></th>
</tr>
</thead>
</table>
| **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | **TE A:** (Lesson.Activity) 1.2, 3.2, 9.1, 11.1, 13.1, 21.1, 23.1, 25.1, 33.1, 35.1, 37.1, 39.1  
**TE B:** (Lesson.Activity) 41.1, 43.1, 45.1, 47.1, 49.1, 51.1, 53.1, 55.1, 63.1, 65.1, 67.1, 69.1, 71.1, 73.1, 75.1, 77.1, 79.1  
**TE C:** (Lesson.Activity) 81.1, 83.1, 85.1, 87.1, 89.1, 91.1, 93.1, 95.1, 99.1, 101.1, 103.1, 105.1, 113.1, 115.1, 117.1, 119.1 |
| **RL.K.8** *(Not applicable to literature)* | |
## Kindergarten Standards

### Reading Standards for Literature: Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>RL.K.9</th>
<th>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</th>
</tr>
</thead>
</table>

### Reading Standards for Literature: Range of Reading and Level of Text Complexity

<table>
<thead>
<tr>
<th>RL.K.10</th>
<th>Actively engage in group reading activities with purpose and understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE B:</strong></td>
<td>(Lesson.Activity) 41.1, 41.2, 43.1, 43.2, 45.1, 45.2, 47.1, 47.2, 49.1, 49.2, 51.1, 51.2, 53.1, 53.2, 55.1, 55.2, 63.1, 63.2, 65.1, 65.2, 67.1, 67.2, 69.1, 69.2, 71.1, 71.2, 73.1, 73.2, 75.1, 75.2, 77.1, 77.2, 79.1, 79.2</td>
</tr>
</tbody>
</table>

### Reading Standards for Informational Text: Key Ideas and Details

<table>
<thead>
<tr>
<th>RI.K.1</th>
<th>With prompting and support, ask and answer questions about key details in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE A:</strong></td>
<td>(Lesson.Activity) 5.2, 7.1, 15.1, 17.1, 19.1, 27.1, 29.1, 31.1</td>
</tr>
<tr>
<td><strong>TE B:</strong></td>
<td>(Lesson.Activity) 57.1, 59.1, 61.1</td>
</tr>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1, 107.1, 109.1, 111.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RI.K.2</th>
<th>With prompting and support, identify the main topic and retell key details of a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE A:</strong></td>
<td>(Lesson.Activity) 5.2, 7.1, 15.1, 17.1, 19.1, 27.1, 29.1, 31.1</td>
</tr>
<tr>
<td><strong>TE B:</strong></td>
<td>(Lesson.Activity) 57.1, 59.1, 61.1</td>
</tr>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1, 107.1, 109.1, 111.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RI.K.3</th>
<th>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE A:</strong></td>
<td>(Lesson.Activity) 7.1, 15.1, 17.1, 19.1, 27.1, 29.1, 31.1</td>
</tr>
<tr>
<td><strong>TE B:</strong></td>
<td>(Lesson.Activity) 57.1, 59.1, 61.1</td>
</tr>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1</td>
</tr>
</tbody>
</table>

### Reading Standards for Informational Text: Craft and Structure

<table>
<thead>
<tr>
<th>RI.K.4</th>
<th>With prompting and support, ask and answer questions about unknown words in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE B:</strong></td>
<td>(Lesson.Activity) 57.1, 59.1, 61.1</td>
</tr>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1, 107.1, 109.1, 111.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RI.K.5</th>
<th>Identify the front cover, back cover, and title page of a book.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1, 107.1, 109.1, 111.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RI.K.6</th>
<th>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1</td>
</tr>
</tbody>
</table>

### Reading Standards for Informational Text: Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>RI.K.7</th>
<th>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE A:</strong></td>
<td>(Lesson.Activity) 5.2, 7.1, 15.1, 17.1, 19.1, 27.1, 29.1, 31.1</td>
</tr>
<tr>
<td><strong>TE B:</strong></td>
<td>(Lesson.Activity) 57.1, 59.1, 61.1</td>
</tr>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1, 107.1, 109.1, 111.1</td>
</tr>
</tbody>
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<thead>
<tr>
<th>RI.K.8</th>
<th>With prompting and support, identify the reasons an author gives to support points in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1, 107.1, 109.1, 111.1</td>
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</tbody>
</table>

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<thead>
<tr>
<th>RI.K.9</th>
<th>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE C:</strong></td>
<td>(Lesson.Activity) 97.1, 107.1, 109.1, 111.1</td>
</tr>
<tr>
<td>Kindergarten Standards</td>
<td>Page References</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td><strong>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</strong></td>
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</tr>
<tr>
<td>RI.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
</tr>
<tr>
<td></td>
<td>TE B: (Lesson.Activity) 57.1, 57.2, 59.1, 59.2, 61.1, 61.2</td>
</tr>
<tr>
<td></td>
<td>TE C: (Lesson.Activity) 97.1, 97.2, 98.1, 107.1, 107.2, 108.1, 109.1, 109.2, 110.1, 111.1, 111.2, 112.1</td>
</tr>
<tr>
<td><strong>Reading Standards for Foundational Skills: Print Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>RF.K.1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>RF.K.1a</td>
<td>Follow words from left to right, top to bottom, and page by page.</td>
</tr>
<tr>
<td></td>
<td>TE B: (Lesson.Activity) 41.2, 43.2, 45.2, 47.2, 49.2, 51.2, 53.2, 55.2, 57.2, 59.2, 61.2, 63.2, 65.2, 67.2, 69.2, 71.2, 73.2, 75.2, 77.2, 79.2</td>
</tr>
<tr>
<td>RF.K.1b</td>
<td>Recognize that spoken words are represented in written language by specific sequences of letters.</td>
</tr>
<tr>
<td></td>
<td>TE B: (Lesson.Activity) 62.6, 64.6, 66.8, 68.8, 70.8, 72.8, 74.7, 76.6, 78.6, 80.6</td>
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<tr>
<td></td>
<td>TE C: (Lesson.Activity) 82.7, 84.7, 86.3, 88.7, 90.7, 92.7, 94.8, 96.7, 98.7, 100.7, 102.7, 104.7, 106.7, 108.7, 110.8, 112.7, 114.7, 116.8, 118.7, 120.7</td>
</tr>
<tr>
<td>RF.K.1c</td>
<td>Understand that words are separated by spaces in print.</td>
</tr>
<tr>
<td></td>
<td>TE B: (Lesson.Activity) 41.2, 43.2, 45.2, 47.2, 49.2, 51.2, 53.2, 55.2, 57.2, 59.2, 61.2, 63.2, 65.2, 67.2, 69.2, 71.2, 73.2, 75.2, 77.2, 79.2</td>
</tr>
<tr>
<td>RF.K.1d</td>
<td>Recognize and name all upper- and lowercase letters of the alphabet.</td>
</tr>
<tr>
<td></td>
<td>TE A: (Lesson.Activity) 2.4, 4.5, 6.5, 8.4, 10.5, 12.5, 14.6, 16.6, 18.5, 20.5, 22.5, 24.5, 26.5, 28.5, 30.5, 32.5, 34.5, 36.4, 38.4, 40.4</td>
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<td>TE B: (Lesson.Activity) 42.3, 42.4, 44.3, 44.4, 45.3, 45.4, 45.5, 48.3, 48.4, 50.3, 50.4, 50.5, 52.3, 52.4, 54.4, 54.5, 56.4, 56.5, 56.6, 58.4, 58.5, 60.3, 60.4, 60.5, 62.3, 62.4, 64.3, 64.4, 66.4, 66.5, 66.6, 68.4, 68.5, 70.4, 70.5, 70.6, 72.4, 72.5, 72.6, 74.4, 74.5, 76.3, 76.4, 78.3, 78.4, 80.3, 80.4</td>
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<tr>
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<td>TE C: (Lesson.Activity) 82.4, 82.5, 82.6, 84.4, 84.5, 86.4, 86.5, 86.6, 88.4, 88.5, 90.4, 90.5, 92.4, 92.5, 94.4, 94.5, 94.6, 96.4, 96.5, 98.4, 98.5, 100.4, 100.5, 102.4, 102.5, 104.4, 104.5, 106.4, 106.5, 108.44, 108.5, 110.4, 110.5, 110.6, 112.4, 112.5, 114.4, 114.6, 116.4, 116.5, 116.6, 118.4, 118.5, 120.4, 120.5</td>
</tr>
<tr>
<td><strong>Reading Standards for Foundational Skills: Phonological Awareness</strong></td>
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<tr>
<td>RF.K.2</td>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<tr>
<td>RF.K.2a</td>
<td>Recognize and produce rhyming words.</td>
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<tr>
<td></td>
<td>TE A: (Lesson.Activity) 24.4, 26.4, 28.4, 30.4, 32.4, 34.4</td>
</tr>
<tr>
<td>RF.K.2b</td>
<td>Count, pronounce, blend, and segment syllables in spoken words.</td>
</tr>
<tr>
<td></td>
<td>TE A: (Lesson.Activity) 14.5, 16.5, 18.4, 20.4, 22.4</td>
</tr>
</tbody>
</table>
### Kindergarten Standards

#### Reading Standards for Foundational Skills: **Phonological Awareness**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Page References</th>
</tr>
</thead>
</table>
**TE B:** (Lesson.Activity) 62.6, 64.6, 66.8, 68., 70.8, 72.8, 84.7, 76.6, 78.6, 80.6  
**TE C:** (Lesson.Activity) 82.7, 84.7, 86.8, 88.7, 90.7, 92.7, 94.8, 96.7, 98.7, 100.7, 102.7, 104.7, 106.7, 108.7, 110.8, 112.7, 114.7, 116.8, 118.7, 120.7 |
| **RF.K.2d** | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)  
1 Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. | **TE A:** (Lesson.Activity) 2.3, 4.3, 6.3, 8.2, 10.2, 10.3, 12.2, 12.4, 14.2, 14.3, 16.2, 16.3, 18.2, 20.2, 22.2, 24.2, 26.2, 28.2, 30.2, 32.3, 34.2, 36.2, 38.2, 40.2  
**TE B:** (Lesson.Activity) 64.6, 66., 68.7, 70.8, 72.8, 74.7, 76.6, 78.6  
**TE C:** (Lesson.Activity) 82.7, 84.7, 86.8, 88.7, 90.7, 92.7, 94.8, 96.7, 98.7, 100.7, 102.7, 104.7, 106.7, 108.7, 110.8, 112.7, 114.7, 116.8, 118.7, 120.7 |
| **RF.K.2e** | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | **TE B:** (Lesson.Activity) 64.6, 66., 68.7, 70.8, 72.8, 74.7, 76.6, 78.6, 80.6  
**TE C:** (Lesson.Activity) 82.7, 84.7, 86.8, 88.7, 90.7, 92.7, 94.8, 96.7, 98.7, 100.7, 102.7, 104.7, 106.7, 108.7, 110.8, 112.7, 114.7, 116.8, 118.7, 120.7 |

#### Reading Standards for Foundational Skills: **Phonics and Word Recognition**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Page References</th>
</tr>
</thead>
</table>
| **RF.K.3** | Know and apply grade-level phonics and word analysis skills in decoding words. | **TE B:** (Lesson.Activity) 42.3, 44.3, 46.3, 48.3, 50.3, 50.4, 52.3, 54.4, 56.4, 56.5, 58.4, 60.3, 60.4, 62.3, 64.3, 66.4, 66.5, 68.4, 70.4, 70.5, 72.4, 72.5, 74.4, 76.3, 78.3, 80.3  
**TE C:** (Lesson.Activity) 82.4, 84.4, 86.4, 88.4, 90.4, 92.4, 94.4, 94.5, 96.4, 98.4, 100.4, 102.4, 104.4, 106.4, 108.4, 110.4, 110.5, 112.2, 114.4, 116.4, 116.5, 118.4, 120.4 |
| **RF.K.3a** | Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. | **TE B:** (Lesson.Activity) 42.3, 44.3, 46.3, 48.3, 50.3, 50.4, 52.3, 54.4, 56.4, 56.5, 58.4, 60.3, 60.4, 62.3, 64.3, 66.4, 66.5, 68.4, 70.4, 70.5, 72.4, 72.5, 74.4, 76.3, 78.3, 80.3  
**TE C:** (Lesson.Activity) 82.4, 84.4, 86.4, 88.4, 90.4, 92.4, 94.4, 94.5, 96.4, 98.4, 100.4, 102.4, 104.4, 106.4, 108.4, 110.4, 110.5, 112.2, 114.4, 116.4, 116.5, 118.4, 120.4 |
| **RF.K.3b** | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | **TE B:** (Lesson.Activity) 42.3, 44.3, 48.3, 50.4, 53.3, 52.4, 54.4, 56.5, 58.3, 60.4, 62.3, 64.3, 66.5, 68.4, 70.5, 72.5, 74.4, 76.3, 78.3, 80.3  
**TE C:** (Lesson.Activity) 82.4, 84.4, 86.4, 88.4, 90.4, 92.4, 94.4, 96.4, 98.4, 100.4, 102.4, 104.4, 106.4, 108.4, 110.5, 112.4, 114.4, 116.5, 118.4, 120.4 |
| **RF.K.3c** | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | **TE B:** (Lesson.Activity) 62.2, 64.6, 66.8, 68.7, 70.8, 74.7, 76.6, 78.6, 80.6  
**TE C:** (Lesson.Activity) 82.2, 82.7, 84.3, 84.7, 86.3, 86.8, 88.3, 88.7, 90.3, 90.7, 92.3, 92.7, 94.3, 94.8, 96.3, 96.7, 98.3, 98.7, 100.3, 100.7, 102.3, 102.7, 104.3, 104.7, 106.3, 106.7, 108.3, 108.7, 110.3, 110.8, 112.3, 112.7, 114.3, 114.7, 116.3, 116.8, 118.3, 118.7, 120.3, 120.7 |
| **RF.K.3d** | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | **TE B:** (Lesson.Activity) 64.6, 66.8, 68.7, 70.8, 72.8, 74.7, 76.6, 78.6, 80.6  
**TE C:** (Lesson.Activity) 82.7, 84.7, 86.8, 88.7, 90.7, 92.7, 94.8, 96.7, 98.7, 100.7, 102.7, 104.7, 106.7, 108.7, 110.8, 112.7, 114.7, 116.8, 118.7, 120.7 |
### Kindergarten Standards

#### Reading Standards for Foundational Skills: Fluency

<table>
<thead>
<tr>
<th>RF.K.4</th>
<th>Read emergent-reader texts with purpose and understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE B:</strong></td>
<td>(Lesson.Activity) 41.2, 43.2, 45.2, 47.2, 49.2, 51.2, 53.2, 55.2, 57.2, 59.2, 61.2, 63.2, 65.2, 67.2, 69.2, 71.2, 73.2, 75.2, 77.2, 79.2</td>
</tr>
</tbody>
</table>

#### Writing Standards: Text Types and Purposes

<table>
<thead>
<tr>
<th>W.K.1</th>
<th>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.2</td>
<td>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
<tr>
<td>W.K.3</td>
<td>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
</tr>
</tbody>
</table>

#### Writing Standards: Production and Distribution of Writing

<table>
<thead>
<tr>
<th>W.K.4</th>
<th><em>(Begins in Grade 3)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.5</td>
<td>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
</tr>
<tr>
<td>W.K.6</td>
<td>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
</tr>
</tbody>
</table>

#### Writing Standards: Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>W.K.7</th>
<th>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.8</td>
<td>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td>W.K.9</td>
<td><em>(Begins in Grade 4)</em></td>
</tr>
</tbody>
</table>

#### Writing Standards: Range of Writing

| W.K.10 | *(Begins in Grade 3)* |
### Kindergarten Standards

<table>
<thead>
<tr>
<th>Speaking &amp; Listening Standards: <strong>Comprehension and Collaboration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL.K.1</strong></td>
</tr>
<tr>
<td><strong>SL.K.1a</strong></td>
</tr>
<tr>
<td><strong>SL.K.1b</strong></td>
</tr>
<tr>
<td><strong>SL.K.2</strong></td>
</tr>
<tr>
<td><strong>SL.K.3</strong></td>
</tr>
</tbody>
</table>

### Speaking & Listening Standards: **Presentation of Knowledge and Ideas**

| **SL.K.4** | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| **SL.K.5** | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| **SL.K.6** | Speak audibly and express thoughts, feelings, and ideas clearly. |

### Language Standards: **Conventions of Standard English**

<p>| <strong>L.K.1</strong> | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| <strong>L.K.1a</strong> | Print many upper- and lowercase letters. |
| <strong>L.K.1b</strong> | Use frequently occurring nouns and verbs. |
| <strong>L.K.1c</strong> | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). |</p>
<table>
<thead>
<tr>
<th>Kindergarten Standards</th>
<th>Page References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Standards: Conventions of Standard English</strong></td>
<td></td>
</tr>
<tr>
<td>L.K.1d</td>
<td>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
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<tr>
<td>L.K.1e</td>
<td>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
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<tr>
<td>L.K.1f</td>
<td>Produce and expand complete sentences in shared language activities.</td>
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<tr>
<td>L.K.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>L.K.2a</td>
<td>Capitalize the first word in a sentence and the pronoun I.</td>
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<tr>
<td>L.K.2b</td>
<td>Recognize and name end punctuation.</td>
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<tr>
<td>L.K.2c</td>
<td>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
</tr>
<tr>
<td>L.K.2d</td>
<td>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. TE B: (Lesson.Activity) 64.6, 66.8, 68.7, 70.8, 72.8, 74.7, 76.6, 78.6, 80.6. TE C: (Lesson.Activity) 82.7, 84.7, 86.8, 88.7, 90.7, 92.7, 94.8, 96.7, 98.7, 100.7, 102.7, 104.7, 106.7, 108.7, 110.8, 112.7, 114.7, 116.8, 118.7, 120.7.</td>
</tr>
<tr>
<td><strong>Language Standards: Knowledge of Language</strong></td>
<td></td>
</tr>
<tr>
<td>L.K.3</td>
<td>(Begins in Grade 2)</td>
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<tr>
<td><strong>Language Standards: Vocabulary Acquisition and Use</strong></td>
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<tr>
<td>L.K.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</td>
</tr>
<tr>
<td>L.K.4a</td>
<td>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). TE A: (Lesson.Activity) 5.2, 7.1, 9.1, 11.1, 13.1, 15.1, 17.1, 19.1, 21.1, 23.1, 25.1, 27.1, 29.1, 31.1, 33.1, 35.1, 37.1, 39.1. TE B: (Lesson.Activity) 41.1, 43.1, 45.1, 47.1, 49.1, 51.1, 53.1, 55.1, 57.1, 59.1, 61.1, 63.1, 65.1, 67.1, 69.1, 71.1, 73.1, 75.1, 77.1, 79.1. TE C: (Lesson.Activity) 81.1, 83.1, 85.1, 87.1, 89.1, 91.1, 93.1, 95.1, 97.1, 99.1, 101.1, 103.1, 105.1, 107.1, 109.1, 111.1, 113.1, 115.1, 117.1, 119.1.</td>
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<tr>
<td>L.K.4b</td>
<td>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</td>
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<tr>
<td>L.K.5</td>
<td>With guidance and support from adults, explore word relationships and nuances in word meanings.</td>
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<tr>
<td>L.K.5a</td>
<td>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
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<tr>
<td>L.K.5b</td>
<td>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td>
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<tr>
<td>Kindergarten Standards</td>
<td>Page References</td>
</tr>
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<td>------------------------</td>
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<tr>
<td><strong>L.K.5c</strong></td>
<td>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</td>
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<tr>
<td><strong>TE A:</strong> (Lesson.Activity) 5.1, 7.1, 9.1, 11.1, 13.1, 15.1, 17.1, 19.1, 21.1, 23.1, 25.1, 27.1, 29.1, 31.1, 33.1, 35.1, 37.1, 39.1</td>
<td></td>
</tr>
<tr>
<td><strong>TE B:</strong> (Lesson.Activity) 41.1, 43.1, 45.1, 47.1, 49.1, 51.1, 53.1, 55.1, 57.1, 59.1, 61.1, 63.1, 65.1, 67.1, 69.1, 71.1, 73.1, 75.1, 77.1, 79.1</td>
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<td><strong>TE C:</strong> (Lesson.Activity) 81.1, 83.1, 85.1, 87.1, 89.1, 91.1, 93.1, 95.1, 97.1, 99.1, 101.1, 103.1, 105.1, 107.1, 109.1, 111.1, 113.1, 115.1, 117.1, 119.1</td>
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<td><strong>L.K.5d</strong></td>
<td>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</td>
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<td><strong>TE B:</strong> (Lesson.Activity) 41.1, 43.1, 45.1, 47.1, 49.1, 51.1, 53.1, 55.1, 57.1, 59.1, 61.1, 63.1, 65.1, 67.1, 69.1, 71.1, 73.1, 75.1, 77.1, 79.1</td>
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<td><strong>L.K.6</strong></td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
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